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ABSTRACT

Descriptions of successful school counseling and guidance programs are offered as a resource for those responsible for developing or improving such programs. Following brief recommendations on program planning, one-page descriptions are presented for 54 California counseling and guidance programs. Each description includes the name, address, and telephone number of a contact person. The programs are divided into five categories: (1) elementary school; (2) middle school; (3) junior high school; (4) high school; and (5) all levels. A 32-item bibliography provides brief annotations to resources on comprehensive counseling and guidance programs, school climate, personal/social counseling, academic planning, and career planning. Appendices include the California State Board of Education policy on guidance and counseling and the Presenter's Guide for a slide/tape show intended to accompany this notebook. (DC)

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ED235458

GUIDANCE:
A Better Way!

ACSA
Pupil Services Committee

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PRESENTER'S GUIDE P1

This publication may be ordered from:

Foundation for Educational Administration
1575 Old Bayshore Highway
Burlingame, CA 94010

INTRODUCTION

YOU ORDERED THIS NOTEBOOK BECAUSE:

...You read about it in EDCAL
...You saw the slide tape, "Guidance: A Better Way!" and you want to know more about the programs that caught your attention
...You're responsible for planning your district's comprehensive counseling and guidance program and need all the ideas you can get
...You're assessing, updating, modifying your current counseling
...All of the above.

If even one of the above applies to you, we think you will find direction, programs to meet your needs, and reference/resources that will make your comprehensive counseling and guidance program the most effective possible.

Before you reach for the phone to call the first contact person, we urge you to read the entire notebook to ensure that your final program will be tailored to your needs and expectations.

We welcome your comments and suggestions for successful programs that could be included in the next edition. We wish you success as you begin to plan and implement your comprehensive counseling and guidance program.

ACSA PUPIL SERVICES COMMITTEE

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State Department of Education

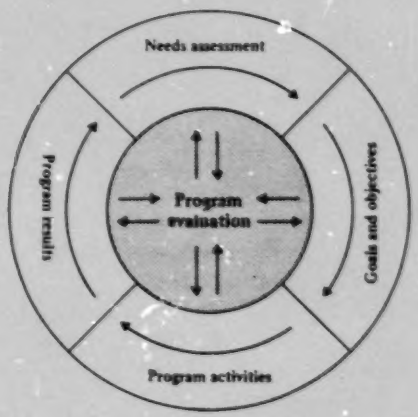
WHY PLAN?

"If you don't know where you're going,
you'll probably end up somewhere else."

An effective counseling and guidance program doesn't just happen. It results from continuous evaluation of needs, planning, and implementation of programs, and assessing the success of those programs.

The California State Board of Education has placed a high priority on programs and services designed to meet personal, social, and career needs of all students. (See Appendix A.)

One model for meeting these needs is included in Guidelines for Developing Comprehensive Guidance Programs, published by the California State Department of Education in 1981.

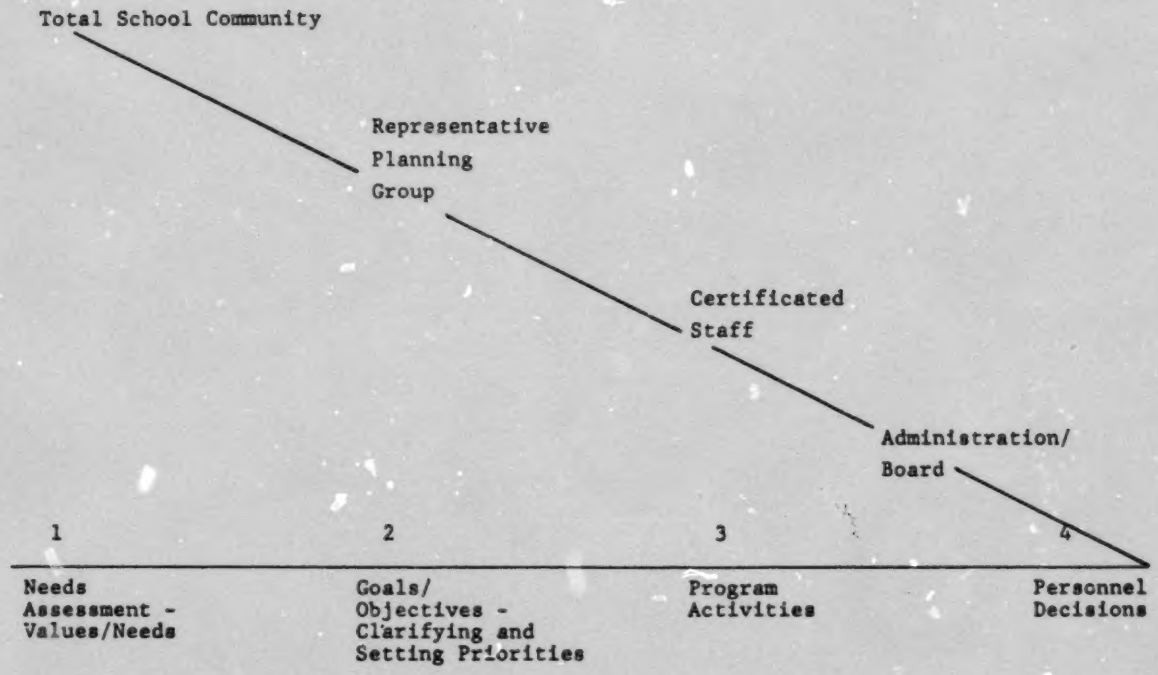


Step 1: Devise an Evaluation Design.
Step 2: Determine Student Needs.
Step 3: Establish the Goals.
Step 4: Write the Objectives.
Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives.
Step 6: Develop Skills of Staff When Necessary.
Step 7: Evaluate the Program; Make Necessary Changes; Report the Results.

WHO SHOULD PLAN?

Involve as many people as possible in the planning process. Staff members, parents, and students will support a program which they have helped to plan. Communicating the goals and objectives to them, seeing progress toward the agreed-upon objectives, and participating in the evaluation process are all powerful individual motivators.

MODEL FOR INVOLVEMENT IN PLANNING



WHAT CAN YOU DO? HOW DO YOU BEGIN?

Planning really begins with Evaluation.

> "Look around your district. You probably already have good programs that work. They may not be written anywhere. Decide what's good -- and what more you want and need."
> (Slide/tape, "Guidance: A Better Way!")

Jack R. Frymier, Associate Professor of Education at Ohio State University, states in the 1967 ASCD Yearbook, "Assessment might be likened to navigation: It enables those concerned to find out where they are and how far and in what direction they need to go."

If we are going to be good navigators and get the feedback necessary to help us meet the needs of our students, we must evaluate guidance programs with care. Our evaluations must satisfy certain basic criteria.

Included in this Operations Notebook are samples of several guidance evaluation forms that do cover the basic standards. You can adapt them as needed in your individual situation.

NOW WHAT?

You have completed all the steps in the
evaluation,
needs assessment,
and planning processes.

NOW --- pick up your phone. Find out even more about the new programs you have chosen for your comprehensive counseling and guidance program.

CONTACT: Gene Bedley

TITLE: Principal, El Camino Real Elementary School

DISTRICT: Irvine Unified

ADDRESS: 4782 Karen Ann Lane
Irvine, California 92713

PHONE: (714) 551-3090

PROGRAM: Positive School Climate

The critical variable in student achievement is climate or the conditions that surround learning. El Camino Real has a positive school climate because everyone in the organization knows that climate generates behavior. The mix of cognitively stimulating experiences and emotionally supportive efforts builds positive climate.

Goals of El Camino Real's program:

- -Participative decision making (everyone affected by the system shares his/her best ideas).
- -Classroom teachers encourage high level of student responsibility to self and others (responsibility is best learned by giving it away and letting people learn from it).
- -Focus on high level of observable cooperation among students teachers and administrators (carefully planned exchange of ideas and agreed upon goals for the school are identified).
- -Effectiveness (praise and encouragement are key concepts in fostering a positive climate).
- -Strong belief that educators do make a difference in a student's life (visualizing achievement and building student pride are important aspects of the program).

SPECIAL NOTES: Guests are welcome to visit El Camino Real by arranging a date with the school secretary. Gene has just released a new book titled "Climate Creators" which is included in the bibliography.

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CONTACT: Alanna Stuckey

TITLE: Principal, Los Coyotes Elementary School

DISTRICT: Centralia

ADDRESS: 8122 Moody Street
La Palma, California 90623

PHONE: (714) 828-4353

PROGRAM: Guidance Teachers

Guidance teachers assist students in meeting personal development goals. The guidance teacher has no regular classroom instructional responsibilities but works with students on a one-to-one basis, in small groups, and in whole-class settings.

The program involves three major areas: developmental guidance, preventive guidance, and remedial guidance.

The goals of the district's Guidance Program are:

Pupils will develop a feeling of positive self-esteem and self-assurance.

Pupils will develop the capacity for self-discipline in work, study, and play.

Pupils will develop an appreciation and respect for the worth and dignity of all individuals.

Pupils will find joy in learning.

SPECIAL NOTES: A handbook describing the Guidance Teacher Program is available upon request. Slides of the program may be borrowed from the district.

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Pupil Services Committee

CONTACT: Thomas A. Spencer

TITLE: Project Coordinator

DISTRICT: Napa Valley Unified

ADDRESS: 2425 Jefferson Street
Napa, California 94558

PHONE: (707) 252-5352

PROGRAM: Napa Valley Project: A Behavior Intervention Approach

The program is a K-6 counseling approach designed to reduce behavior and discipline problems. Through crisis intervention, counseling with individuals and small groups, consultation with parents and school staff, and using community resources, the program has achieved such dramatic results as:

Aggressive behavior: reduced 80%.
Non-conforming behavior: reduced 50%.
Withdrawn behavior: reduced 100%.
Adult dependent behavior: reduced 98%.
Absenteeism: reduced 60%.
Teacher ratings: 95% of project students improved.

SPECIAL NOTES: The project is an ESEA Title IV-C Exemplary Program. Information packets, transparencies, implementation materials, a videotape are available through the Project Coordinator.

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Pupil Services Committee

CONTACT: Dr. Sterling P. Hum

TITLE: Coordinator, Elementary Counseling Programs

DISTRICT: Los Angeles Unified

ADDRESS: 450 N. Grand Avenue
Los Angeles, CA 90012

PHONE: (213) 625-6306

PROGRAM: Special Counselors For Integration Sites

"Helping students and teachers adjust to and cope with an integrated school setting" is the primary objective of the Elementary Counseling program in the Los Angeles Unified School District.

Funded by an ESEA Grant, 25 Los Angeles counselors work in School of Choice (Magnet Centers) or regular elementary schools with large numbers of students in the Permits With Transportation(PWT) program. Each counselor develops his or her own program to meet the needs of an individual school and to make use of the counselor's unique strengths.

Individual and group counseling, affective education in the classroom, crisis intervention, and conferencing with parents, teachers, and other staff members, take up most of the counselor's time.

In individual counseling, students are able to work out problems with a professional and learn to express their feelings in a positive way.

Many counselors make use of small group discussions where children can learn from each other and try out new behaviors in a safe environment.

Classroom activities include Magic Circle where all students are allowed to share feelings and experiences and "Project S.E.L.F.," aimed at improving the classroom social climate. Through these activities, students are given a chance to know and appreciate classmates they might not have chosen as friends.

SPECIAL NOTES: The success of the counseling program in Los Angeles is measured not only by the positive remarks and smiles of students but by data collected by a researcher from the University of Southern California. A Spring 1981 survey of teachers and principals shows overwhelming support of the program. Teachers feel that counselors are valuable in helping students and in helping them as teachers to help students. Principals see counselors as a positive force in making the integration program work in their schools.

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CONTACT: Polly Underwood

TITLE: Special Education Teacher, Ocala Intermediate

DISTRICT: Alum Rock Elementary

ADDRESS: 2800 Ocala Avenue
San Jose, California 95122

PHONE: (408) 923-2800

PROGRAM: Independent Learning Center (ILC)

The Independent Learning Center (ILC) is a class that serves children identified as having severe emotional/behavioral problems. It works on a point system, with success orientation, informal group talks, intensive remedial classwork, and modification of behavior patterns. The class ratio is approximately 4:1 (students - teacher/aide). The program is a self-contained and limited day program. Students are expected to stay one year or less.

Entry into the program is accomplished by referral from classroom teacher to psychologist, then a referral to the ILC evaluation team. An intake meeting follows with the student, parent, team members, and referring psychologist.

The class was designed to meet the needs of the EH student who finds it difficult or impossible to cope with the regular classroom setting and needs a more intensive one-to-one teaching situation .

SPECIAL NOTES: Visitors are welcome. Best visiting times are from 9:00 - 11:00. Please call the school for an appointment.

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CONTACT: Beverly Huff or Debbie Peacock
TITLE: Project Administrator or Project Consultant
DISTRICT: Irvine Unified
ADDRESS: 31-B West Yale Loop
Irvine, California 92714

PHONE: (714) 552-4882

PROGRAM: Guidance Opportunities for Affective Learning (GOAL)

GOAL is a comprehensive, diagnostic/prescriptive program designed to meet the personal, social, and career needs of K-6 handicapped children. In addition, pupils with behavior problems in the regular classroom can benefit from the program.

The program consists of five Curriculum Guides. Each Guide includes approximately twenty primary and twenty intermediate lessons. The first two Guides, Accountability Skills and Social Skills, teach pupils how to interact successfully with others. The next two Guides, Self-Control Through Relaxation and Critical Thinking Skills, teach pupils to control impulsive behavior and inappropriate anxiety. The fifth Guide is the Career Challenge curriculum.

Five puppets accompany the first two guides while a bio-feedback manual and audio-tape accompany the second two guides.

SPECIAL NOTES: Handbooks for parents and teachers are available, providing an overview of the program for anyone wishing to use the materials.

CONTACT: Ron Lucio/Richard Charlebois

TITLE: Vice Principal/Counselor

DISTRICT: Simi Valley Unified

ADDRESS: 3570 Cochran Street
Simi Valley, California 93063

PHONE: (714) 527-5940

PROGRAM: 6th Grade Orientation & Articulation Program

This program consists of a number of programs and meetings directed at improving the articulation and communication between elementary and secondary levels. This involves parent information meetings with the junior high staff, staff meetings between elementary and secondary, information sheets to parents regarding the changes and problems inherent in the change from elementary to secondary levels, and on-site orientation programs for incoming 7th graders.

The goals are to:

1. Improve communication between elementary and junior high staff.
2. Educate parents and students regarding the junior high education program and resources.
3. Identify problems such as truancy, and non-diligence, as early as possible.
4. Improve the quality of the transition from elementary to secondary levels.

SPECIAL NOTES:

CONTACT: Robert R. Tafoya

TITLE: Vice Principal, Sutter Middle School

DISTRICT: Sacramento City Unified

ADDRESS: 3150 I Street
Sacramento, California 95816

PHONE: (916) 454-8681

PROGRAM: Conflict Management - "Trained Natural Leaders Facilitate Conflicts"

The program is designed to reduce violence and the frequency of conflicts on campus through crises intervention. By using students to resolve their own conflicts, this field-tested program has proven to do the following:

1. Reduce tension between students and other students/staff/institution/parents.
2. Reduce the number of conflicts on campus.
3. Appreciably reduce the amount of staff time devoted to disciplinary functions.

Natural student leaders, administrators, counselors, teachers, and classified personnel are trained to be third party facilitators in a crisis situation. Although the staff is trained along with students, the students alone act as facilitators while staff members act as support personnel.

Eighteen to twenty-four hours of training are required.

During the implementation phase, students are assigned to an on-site supervisor throughout the school day. The selection of students reflects the composition of the school without regard for citizenship or academic standing.

TRAINING MODULES

1. The nature of conflict--inner, outer, issue, situation, etc.
2. Nature of change, acceptance of change, the dynamics of change.
3. Understanding peer pressure and the need to belong.
4. Communication skills
   a. Leadership skills--leading group discussion (identifying signals used by leaders)
   b. Negotiating
   c. Non-verbal behavior--body language
   d. Active listening.
5. How to deal with anger, rage.
6. Identifying the problem in a conflict (process used).
7. Conflicting sex bias-roles.
8. Dealing with outsiders.
9. The "do's" and "don'ts" of working with the school system, etiquette, and staff.
10. Intergroup Conflict.
11. Identifying the conflicts in the school, community.
12. Student-teacher conflicts.
13. Follow-up after conflict is "over".
14. Rumor control.

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Pupil Services Committee

CONTACT: William Benn

TITLE: Project Director

DISTRICT: Irvine Unified

ADDRESS: 31-B West Yale Loop
Irvine, CA 92714

PHONE: (714) 552-4882

PROGRAM: STAR - Social Thinking and Reasoning

Project STAR is an innovative design to teach social skills to middle school age children. Research and needs assessments indicate that forty percent of students in grades six, seven, and eight have social skills deficits and are susceptible to alcoholism and drug abuse. These skill deficits include shyness, withdrawn behavior, trouble coping with anxiety, difficulty asking the teacher for help, difficulty relating to peers, lack of self-confidence and difficulty in coping with pressure exerted by peers to experiment with alcohol and drugs. STAR addresses these needs by teaching social skills and thereby improving academic achievement, discipline, and self-concept and prevention of drug abuse.

The program contains a curriculum of fifty lessons in social communication skills, understanding differing personality styles, and relation skills. The lessons can be delivered by classroom teachers or support personnel to middle school students of all levels.

The STAR Curriculum has been developed so that it can be used in a variety of settings. It can be used with small groups or regular classrooms. It can also be implemented at the middle school during social studies or advisement or homeroom.

SPECIAL NOTES: Materials and workshop information are available by contacting the Guidance Project Office listed above.

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CONTACT: Robert Davis

TITLE: Coordinator, Elementary Education

DISTRICT: Morgan Hill Unified

ADDRESS: 17810 Monterey Street
Morgan Hill, California 95037

PHONE: (408) 779-5249

PROGRAM: Student/School Pride Through Industrial Arts

Art Ippolito, industrial arts teacher at Britton Middle School, has developed an interesting approach to promoting student pride in school facilities through the industrial arts program.

A group of experienced industrial arts students are sent out with a specially-equipped mobile tool cart to perform minor, yet necessary, repair and renovation tasks on the school site. Students are then evaluated by the person requesting the repair task. Student attitude and efficiency are components of the evaluation procedure.

Once students perform such tasks, they encourage others to protect their investment in the appearance and operation of the physical plant.

SPECIAL NOTES: Contact person at Britton Middle School is Art Ippolito, P.O. Box 927, Morgan Hill, California 95037 (408) 779-5307

CONTACT: Rene Townsend

TITLE: Principal

DISTRICT: Vista Unified

ADDRESS: Washington Junior High School
740 Olive Avenue
Vista, CA 92083

PHONE: (714) 724-7115

PROGRAM: Guidance Team

A guidance team has been operating at Washington Middle School for the past four years. Its purpose is to identify students with special needs and provide early intervention for those students who are having difficulty in attendance, behavior, academics or personally. The team meets every two weeks and discusses students who are recommended by any staff member. Minutes of the meetings are distributed to all team members.

The team is made up of Washington's administrators, counselors, school psychologist, nurse, community resource specialist, and, where appropriate, individual teachers, resource specialists, speech therapist and members of outside agencies who may be working with an individual student.

The guidance team has been successful in unifying the efforts of the staff in preventing and solving problems. All staff members are encouraged to use and be involved in this process.

The success of Washington's guidance team has led to the establishment of guidance teams in every school in the Vista Unified School District.

SPECIAL NOTES:

CONTACT: Rene Townsend

TITLE: Principal

DISTRICT: Vista Unified

ADDRESS: Washington Junior High School
740 Olive Avenue
Vista, California 92083

PHONE: (714) 724-7115

PROGRAM: Pride of Patriots

Washington Middle School's mascot is the Patriot. POP is the Pride of Patriots, a group of students who are the best citizens a school could want. Each grading period (four times per year) a special trip is provided for students who qualify. Special trips are taken during a school day for activities such as ice skating, roller skating, outings to the beach. All the other students in school know that a big group of their classmates is away on a special trip and that perhaps next grading period they could be with them.

In order to participate, a student must earn at least six "Outstanding" citizenship marks (out of seven possible) with no "Unsatisfactory" or "Needs Improvement" mark. A student must requalify each quarter. Those who make POP all four quarters are treated to one extra trip - to Disneyland. The Associated Student Body underwrites the costs of this program.

SPECIAL NOTES: The first time this was used, three years ago, approximately 55 students went on the trip. Now the school regularly has 175+ students included.

CONTACT: Eugene Unger

TITLE: Coordinator, Secondary Education

DISTRICT: Santa Clara Unified

ADDRESS: P.O. Box 397 1889 Lawrence Road
Santa Clara, California 95062

PHONE: (408) 985-6097

PROGRAM: Guaranteed Services for Seventh and Eighth Graders

The program of personalized services to students and parents is designed to help students plan for a positive introduction to the intermediate school experience.

In addition to four guidance newsletters, which are sent to each home during the school year, the following services are provided:

Orientation and pre-registration of sixth grade students.

Small group meetings for seventh grade orientation.

Counselor appointment upon request.

High school pre-planning for eighth grade students and parents.

Seventh grade guidance units in classroom instruction on values and decision-making.

Eighth grade guidance career units in classroom instruction on "Introduction to Careers."

Grade checks for parents.

Administration and interpretation of achievement and competency testing.

Special education placement assistance.

High school registration and orientation.

SPECIAL NOTES: Brochures and a more detailed description of the program are available upon request.

CONTACT: Jerry La Russa

TITLE: Principal

DISTRICT: Sweetwater Union High

ADDRESS: Mar Vista Junior High School
1267 17th Street
San Diego, CA 92154

PHONE: (714) 423-2522

PROGRAM: G.A.P. (Guidance Activity Program)

G.A.P. was established at Mar Vista Junior High School to help students have a smoother transition from elementary school to high school, to provide more personal assistance in making this transition, and to combat the impersonalization of a large school.

Worksheets and Lesson Plans are used by teachers:

1. to provide academic monitoring for each student throughout the year;
2. to provide an opportunity and atmosphere for students to get to know themselves and others better;
3. to provide each student with an adult who can serve as a student's advocate - a buffer between the student and the system;
4. to help students become better decision makers and improve their study skills;
5. to assist students in beginning to look at career choices.

WHEN: One week, every six weeks, instead of Sustained Silent Reading.

HOW: Through completion of the G.A.P. activities included in a teacher's guide. Each activity is designed to take one G.A.P. period. There are different activities for seventh and eighth graders.

GRADING: Roll is taken. No grades are to be given, but if a student becomes extremely uncooperative and/or disruptive, his/her Sustained Silent Reading grade may be lowered.

SPECIAL NOTES: Contact Jerry La Russa for information or to visit.

CONTACT: Maryann Owsley

TITLE: District Department Chairman of Counseling

DISTRICT: Orange Unified

ADDRESS: Villa Park High School
18042 Taft Avenue
Villa Park, California 92667

PHONE: (714) 974-4710

PROGRAM: Six-Year Plan - A Strand of the Guidance Curriculum

In October, letters go out to parents inviting them to make an appointment for a pupil-parent-counselor conference to formulate an in depth three-year plan for meeting promotion requirements for junior high school and, where appropriate, a six-year plan of course work leading to college or career.

Conferences occur between October and December, require an hour of time for each, are scheduled more frequently than two a day. There is 30-35% parent response. An attempt is made to get the pupil to come in alone to formulate a plan if the parent does not choose to participate.

SPECIAL NOTES: Counselor-pupil ratio in Orange is 1-400. Time consuming, but a positive approach.

CONTACT: Michael Peregrin

TITLE: Assistant Principal, Sunnyvale Junior High

DISTRICT: Sunnyvale Elementary

ADDRESS: 1080 Mango Avenue
Sunnyvale, California 94087

PHONE: (408) 736-7292

PROGRAM: Sunnyvale Incentive Plan

The Incentive Plan is a motivational program designed to increase student attendance and improve grades.

To combat the rate of absenteeism, students earn a basic wage and are considered employees with certain rights and responsibilities. Students receive $60 credited to their accounts for being on time. Penalties include a $20 deduction for tardiness, and a $10 deduction for forgetting working materials.

After six weeks, all students who have been absent less than 2 days get a $5 raise. Other salary raises are available and special bonuses, payable in "cash" may be earned for extra credit.

In addition to earning money (multi-colored, make-believe bills), classes are used to process the students' deposits and prepare periodic statements similar to those issued by banks for checking accounts. The ultimate reward comes when students have the opportunity to purchase educational or motivational items obtained through donations or fund-raising events.

SPECIAL NOTES: Visitors are welcome to visit the program by appointment.

CONTACT: George Bowman

TITLE: Principal, Bernardo Yorba Junior High

DISTRICT: Placentia Unified

ADDRESS: 5350 Fairmont Boulevard
Yorba Linda, California 92686

PHONE: (714) 970-0650

PROGRAM: Individual Study Program

Objective: To improve study and organizational skills so that the pupil is able to manage his time, work in the classroom, and generally cope with the departmental systems at the junior high level.

Referral: Counselors monitor progress reports and past records to select pupils at risk.

Procedure: Counselor contacts the family by letter. If the family chooses to participate, an agreement is entered into with the pupil, counselor, and parents for the pupil to work on needed skills with the counselor after school.

SPECIAL NOTES: No cost. High counselor visibility.

CONTACT: Mildred R. Polep

TITLE: Head Counselor

DISTRICT: Los Angeles Unified

ADDRESS: 929 North Los Palmas Avenue
Los Angeles, CA 90038

PHONE: (213) 464-3174, Ext. 244

PROGRAM: Partnership Program (UCLA)

Several junior high schools in the Los Angeles District have a special early-identification counseling program for potential college-bound students. This counseling partnership is between UCLA and several District junior high schools.

The program provides 7th, 8th, and 9th grade students with information on A-F requirements, financial aid availability, career and college options, and development of study skills. A UCLA student(s) serves as a role-model and peer counselor to Partnership students. Advisement sessions include two group meetings a month and four individual sessions a year.

SPECIAL NOTES: The program has been in existence for approximately five years. There are no costs to schools. Students, parents, and staff are most supportive of this program and its proven success.

CONTACT: Tom Novak

TITLE: Assistant Principal

DISTRICT: Vista Unified

ADDRESS: Washington Junior High School
740 Olive Avenue
Vista, CA 92083

PHONE: (714) 724-7115

PROGRAM: Courtesy Cards

Lunch supervision can often be frustrating, especially for hourly noon duty supervisors. Courtesy cards are a positive and inexpensive way to remove some of that hassle. Students "caught being good" at lunch (helping another student with homework, picking up trash which someone else left, turning in a lost book or article of clothing) can be awarded a courtesy card by a noon supervisor, administrator, or counselor. The person awarding the card fills in the student's name, what she/he is being appreciated for, and then signs the card. This card can be turned in for one of the following:

Monday - Bag of popcorn
Tuesday - Early dismissal to lunch
Wednesday - A pencil
Thursday - Ice cream

The card can also be taken home so that Mom and Dad can add their appreciation to that of the school! It's a nice way to show that being good has a reward!

Courtesy Card

WASHINGTON MIDDLE SCHOOL

Awarded to _____

for _____

You Are Appreciated!!!

_____
Signature

May Be Redeemed For....

Popcorn (Counseling) Monday
Early Lunch (5 min.) Tuesday
Pencil (Library) Wednesday
Ice Cream Thursday

SPECIAL NOTES:

ACSA
Pupil Services Committee

CONTACT: Joanne Stensaas

TITLE: Counselor, Kennedy Junior High School

DISTRICT: Cupertino Union High

ADDRESS: 821 Bubb Road
Cuperinto, California 95014

PHONE: (408) 253-1525

PROGRAM: Lifeline for Children of Divorce

Lifeline is a support group for students at Kennedy Junior High who are from separated, divorced and/or any single parent family situations--including those involving a death of a parent.

Lifeline meets every Monday for one hour and is led by one counselor and one teacher.

Sessions involve discussions of common problems of divorce from a child's point of view plus the exploring of possible solutions to these problems and practicing of coping skills.

Outside resources are utilized via the use of guest speakers and the introduction to students of available books on divorce.

Lifeline's goal is to help its members deal with many changes in their lives caused by divorce so that they are free to have a positive junior high experience.

SPECIAL NOTES:

CONTACT: Richard Ullmann

TITLE: Curriculum Specialist

DISTRICT: Campbell Union Elementary

ADDRESS: 155 N. Third Street
Campbell, California 95008

PHONE: (408) 378-3405

PROGRAM: Junior High Career Center

The Center functions as a resource center for students in Career Education elective classes and for other students wishing to use it. The Center is staffed by a para-professional assistant who guides students through a prescribed procedure as they visit.

SPECIAL NOTES: Visitors are welcome by appointment. Best times listed are December-March at Rolling Hills Junior High and March-June at Campbell Junior High.

ACSA
Pupil Services Committee

CONTACT: Diego Certa

TITLE: Head Counselor, Overfelt High School

DISTRICT: East Side Union High

ADDRESS: 1835 Cunningham Avenue
San Jose, California 95122

PHONE: (408) 259-0540
(408) 926-7500

PROGRAM: Guaranteed Services - Grades 9-12

The counseling program at Overfelt High School strives to be a total comprehensive guidance program that offers guaranteed services to its students in the following areas:

Personal and Social Development

Career Development

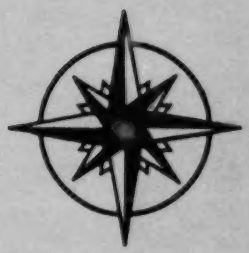
Educational Development

Parent-School Relations

Attendance Improvement

By using compensatory education monies, the counseling staff has developed lesson plans, materials, and resources that are presented in classes.

SPECIAL NOTES: Detailed information will be provided upon request.



CONTACT: Rick Alves

TITLE: Counselor, Hill High School

DISTRICT: East Side Union High

ADDRESS: 3200 Senter Road
San Jose, California 95111

PHONE: (408) 227-8800, Extension 231

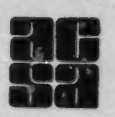
PROGRAM: Freshman Guidance Program

The Freshman Guidance Program involves each member of the counseling staff in leading the freshman World Cultures classes for a three-hour period each month. Topics include:

Self-awareness
Communication Skills
Values Clarification
Decision-making
Career Planning
Social Acceptance

Each counselor is paired with a teacher and is the counselor for every freshman enrolled in that class. Activities vary from questionnaires to large or small group discussions. The goal is to enable the counselor to work more closely with the teachers while developing student awareness of these main areas of personal development.

SPECIAL NOTES: The program has been well-received by students and staff members. Additional information or arrangements for visitation may be made by contacting Rick Alves.



ACSA
Pupil Services Committee

CONTACT: Jim Malkin

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: 875 Cochran Street
Simi Valley, CA 93065

PHONE: (805) 526-0200
(805) 526-0330

PROGRAM: S.O.A.P. (Sophomore Orientation and Preparation for High School)

S.O.A.P. is a ten day program conducted prior to the opening of the school year (usually in August). This program provides time and care in preparing students properly for their high school career.

Each student is provided with:

1. English placement examination.
2. Mathematics placement examination.
3. Career Interest survey.

Parents are given an orientation to guidance services and school policies during the placement exams. Sophomores and parents are then given a tour and orientation to our career center services. During this time a career planning folder is started.

Sophomores and parents meet with a counselor to schedule classes and begin an educational planning folder, using the information provided in the placement exams and interest inventory.

Sophomores are invited to a sophomore welcome assembly and barbeque as an introduction to their high school career.

SPECIAL NOTES: Counselors follow-up on the information gathered at S.O.A.P. during the next three years of each sophomore's high school career.

CONTACT: Phyllis Molloff

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: Simi Valley High School
5400 Cochran Street
Simi Valley, CA 93063

PHONE: (805) 526-0330, Ext. 229

PROGRAM: Sophomore Career Advisement

Sophomore Career Advisement is designed to teach sophomores specific life skills. The major goals of Sophomore Career Advisement include self-awareness and decision-making skills. The philosophy that motivates the program is simply that each person must take action in his life in order to direct his/her present and future. The lessons include:

1. transactional analysis
2. self-concept
3. culture
4. family and personal scripting
5. emotions
6. values
7. decision making
8. educational planning.

SPECIAL NOTES: As a general rules, advisement has been taught through English classes by counselors. It is "reventative" counseling at its finest and assertive counseling in that, through advisement, counselors see and interact with every student in school. The counselor's energy is spent in positive relationships for the most part.

CONTACT: Phyllis Molloff

TITLE: Counselor

DISTRICT: Simi Valley Unified

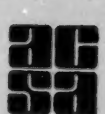
ADDRESS: Simi Valley High School
5400 Cochran Street
Simi Valley, CA 93063

PHONE: (805) 526-0330, Ext. 229

PROGRAM: Junior Career Advisement

Junior Career Advisement is designed to teach juniors specific life skills. The major goals of Junior Career Advisement include interpersonal relationship skills and assertiveness skills. The overall objective of Junior Career Advisement is directed to each student's sense of self worth and his ability to "sell" himself/herself to the world. The lessons in Junior Advisement include a motivational lecture, society's view of sexual roles, personality types and varied interrelationship skills, the economic "traps" which lie ahead, values, interests and interviewing skills. Students learn the techniques involved in resume writing and effective job seeking.

SPECIAL NOTES: As a general rule, advisement has been taught through English classes by counselors. It has been "preventative" counseling at its finest and assertive counseling in that, through advisement, counselors see and interact with every student in school. The counselor's energy is spent in positive relationships for the most part.



ACSA
Pupil Services Committee

CONTACT: Dr. Ramona Whitson

TITLE: Head Counselor, Cleveland Senior High School

DISTRICT: Los Angeles Unified

ADDRESS: 8140 Vanalden Avenue
Reseda, CA 92335

PHONE: (213) 349-8410

PROGRAM: Counselors As Consultants

Counselors serve as consultants in 11th grade classrooms where they present the study of human behavior in order to improve affective and cognitive behavior. In this program a counselor spends one hour per week in American Literature or United States History classes teaching human behavior and personal development. Students are helped to better understand their behavior and their own personal development.

The counselor serves as a model for teachers to improve their human relations skills. Together the counselor and teacher plan and evaluate. They relate human behavior to the characters in history and literature.

SPECIAL NOTES: The program has been in process for two years. Some teachers, on their own, are now including human behavior in their curriculum. In addition, a ten-week mini-curriculum on human behavior has been developed for the school. No additional costs have been involved in doing this. Outside facilitators have assisted from time to time.

CONTACT: Robert Thompson

TITLE: Project Director

DISTRICT: Simi Valley Unified

ADDRESS: Royal High School
875 E. Cochran Street
Simi Valley, CA 93065

PHONE: (805) 527-3232

PROGRAM: Computerized Accountability for Student Achievement
(An ESEA Title IV-C Project #5647)

Computerized Accountability for Student Achievement (C.A.S.A.) is a sophisticated, computer-based student information management system. CASA has provided each counseling staff member with a terminal and a printer linked directly by telephone line to the District's mainframe computer. Special programs have been written to facilitate the staff's ability to deal with the voluminous amount of student information that schools accumulate. All this information has been stored in the District computer and is updated on a regular basis.

CASA's principal merit rests on the performance of the management of this student information. Areas of efficient management of information which have traditionally presented serious problems, such as the following, will be resolved:

1. Substantial counseling staff required
2. Excessive cost/effectiveness tradeoff
3. Slow turnaround on needed student information
4. Limited number of student information variables available
5. Inability to access cross-referenced student information variables
6. Extreme difficulty in aggregating student data for use in curriculum and program evaluations.

SPECIAL NOTES:

CONTACT: Marge Blackburn

TITLE: Assistant Principal

DISTRICT: Simi Valley Unified

ADDRESS: 875 E. Cochran Street
Simi Valley, CA 93065

PHONE: (805) 527-3232

PROGRAM: Career Magnet School: A New Role for the Secondary School Counselor

The Career Magnet School is a system that provides for every student a personalized educational program leading toward immediate job entry and/or higher education. The counselor assumes an active and strong leadership role in working with an interdepartmental group of staff members to evaluate, modify and design curricular programs for students based on assessed needs, career interests and past performance.

The counselor is responsible for monitoring the continuous progress of a particular group of students with common career interests by means of a computerized system of programming based on task identification. Continuous student progress reports, on-line scheduling and a four-year career educational plan are facilitated by a terminal and printer for each counselor under CASA, Computerized Accountability for Student Achievement. The Career Magnet School plan perpetuates leadership growth for the counselor in working with students, staff, parents, and curriculum. Royal High School has as the first pilot school the School of Technology and Physical Science. Others to follow are:

International Relations, Political Science
Industry
Health & Biological Science
Performing and Visual Arts
Business
Liberal Arts

SPECIAL NOTES:

CONTACT: Mildred R. Polep

TITLE: Head Counselor

DISTRICT: Los Angeles Unified

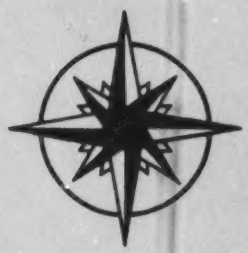
ADDRESS: 929 North Los Palmas Avenue
Los Angeles, CA 90038

PHONE: (213) 464-3174, Ext. 244

PROGRAM: ABC Program

A Better Chance, Inc., is a national, nonprofit organization founded in 1963. ABC identifies, refers, and places academically-talented and strongly motivated students at outstanding college preparatory high schools. The great majority of these students are from minority groups. The ABC membership consists of highly selective independent boarding and day schools and carefully selected public high schools. Financial aid is secured for students. Schools accepting students include Phillip Exeter, Harvard in Los Angeles; Westridge, Phillip Andover, Westlake; and Fountain Valley in Colorado.

SPECIAL NOTES: ABC has provided this service in Los Angeles schools for approximately ten years with great success.



CONTACT: Cary Dritz

TITLE: Assistant Principal

DISTRICT: Simi Valley Unified

ADDRESS: 875 East Cochran
Simi Valley, CA 93065

PHONE: (805) 526-3613

PROGRAM: Peer Tutoring Program

Project Summary - It is the major function of Apollo High School to make every effort to help students who are having difficulty with success in all areas of the cognitive and affective domains. This proposal establishes a peer tutoring lab for disadvantaged and underachieving students. Peer tutoring is a form of peer counseling which attempts to provide opportunities for students to help each other in learning basic life skills. Evaluations of peer tutoring programs have indicated that even tutors who are underachievers make significant gains in academic skills when they teach children who are less advanced. The stategy works particularly well with students who are generally "turned off" to more conventional school and classroom activities.

In summary, Apollo High School has developed a peer tutoring lab which would provide a powerful tool for developing in disadvantaged students increased cognitive skills and self-esteem.

SPECIAL NOTES:

CONTACT: Richard S. Acuna

TITLE: Specialist, ESL/Foreign Students

DISTRICT: Los Angeles Unified

ADDRESS: 450 North Grand Avenue
Los Angeles, CA 90012

PHONE: (213) 625-6323

PROGRAM: Foreign Transcript Evaluation Services

In keeping with the Los Angeles Unified School District's stated goals, the Counseling and Psychological Services Branch provides incoming foreign students with evaluations of academic school records in terms of equivalent levels of education in the United States, and more specifically, credits for completed coursework that meet the standards and prescribed curriculum of the District.

Because of the wide disparity in the hours of attendance and marking systems throughout the world, the District has found it necessary to establish standards for evaluation and interpretation of foreign academic records for those students seeking admission to District schools.

Occasions arise when a student is unable to obtain school records because of loss, destruction, or political unrest in the home country. When these circumstances are discovered, the District will, under certain conditions, allow the student to reconstruct his/her completed coursework for credit consideration.

While there are many problems involved in the evaluation and interpretation of foreign school transcripts, reference materials may be obtained from the National Association for Foreign Student Affairs [1] and the American Association of Collegiate Registrars and Admisssions Officers[2]. The evaluation and interpretation of foreign academic records are not unique or new, but the Los Angeles Unified School District is the forerunner in providing these services from a central office to all its schools free of cost to the foreign student.

1. National Association for Foreign Student Affairs
   1860 19th Street, N.W. Washington, D.C. 20009

2. American Association of Collegiate Registrars and Admissions Officers
   1860 19th Street, N.W. Washington, D.C. 20009

SPECIAL NOTES:

CONTACT: Cary Dritz

TITLE: Assistant Principal

DISTRICT: Simi Valley Unified

ADDRESS: 875 Each Cochran
Simi Valley, CA 93065

PHONE: (805) 526-3613

PROGRAM: Peer Counseling Program

Project Summary - The goal of this Red Cross sponsored Peer Counseling Program is to train high school students to provide an auxiliary counseling service for elementary and junior high school students. The components of this program include comprehensive training, placement and guided follow-up procedures.

The training aspect of the program is designed to provide peer counselors with skills necessary for identifying and modifying inappropriate or anti-social behavior in the students to be served. Extensive training will be proved ir the prevention, intervention, modeling and group counseling techniques. The student counselors will have skills necessary to help students become responsible for their own behavior through such strategies as active listening, logical consequences, behavior modification, problem solving and the development of mutual respect and cooperation.

SPECIAL NOTES: Student counselors are placed presently in five elementary schools.

ACSA
Pupil Services Committee

CONTACT: Phyllis Molloff

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: Simi Valley High School
5400 Cochran Street
Simi Valley, CA 93063

PHONE: (805) 526-0330, Ext. 229

PROGRAM: Peer Counseling

Peer Counseling is a class open to any interested student. The main goal of Peer Counseling is to increase the effectiveness of all students through awareness and practice of social skills. Specific lessons within the Peer Counseling curriculum include conversational, listening, observation and questioning skills. The curriculum also offers skills specifically directed to coping with disappointment, loneliness, family and peer problems and addiction. Students learn how to deal with "difficult" adults and are able to comfort people suffering from grief. Concluding lessons deal with the risks involved in being open and honest and in the expression of gratitude.

SPECIAL NOTES: During the first year of Peer Counseling, over 90% of the staff took the "training." Since then, more than thirty staff members have taught the course. At the present time, the class is being co-taught by one teacher and one student.

CONTACT: Phyllis Molloff

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: Simi Valley High School
5400 Cochran Street
Simi Valley, CA 93063

PHONE: (805) 526-0330, Ext. 229

PROGRAM: Peer Counseling/Practicum

The "Practicum" of Peer Counseling is an advanced course through which the students are assigned counselees. Some peer counselors go to elementary schools to meet with one or two students over a week. Others meet with junior high students on a one-to-one basis. The goal is that counselors have the opportunity to express feelings and/or problems with a peer who is skilled at listening and accepting. The counselor provides an effective role model for the counselee without authority or judgment.

SPECIAL NOTES: The success of the Peer Counseling program is somewhat unmeasurable, yet astounding. In all cases, teachers of the young students counseled described improved self-esteem and classroom behavior.

CONTACT: Robert Ciauri

TITLE: Coordinator

DISTRICT: San Bernardino County Schools Office

ADDRESS: 201 North "E" Street
San Bernardino, CA 92415

PHONE: (714) 383-2091

PROGRAM: Decision Making and Career Planning in the Classroom: A Team Approach

A guide has been designed to serve as a staff development instrument to help meet the career planning needs of secondary students. With the "teacher as advisor/counselor/consultant" concept in mind, teachers and counselors work cooperatively to develop and implement materials that can be presented to students in the classroom. The materials are simple and practical and can be easily integrated into current lesson plans. The ideas and activities can be adapted to specific subject areas and grade levels.

San Bernardino County Superintendent of Schools Office, San Bernardino, CA 1978; 153 pages.

SPECIAL NOTES: Excellent for teacher advisement programs --available for review, discussion and purchase.

CONTACT: Cary Dritz

TITLE: Assistant Principal

DISTRICT: Simi Valley Unified

ADDRESS: 875 East Cochran
Simi Valley, CA 93065

PHONE: (805) 526-3613

PROGRAM: Social Psychology

Project Summary - Research has shown that intervention is a key to reducing or eliminating anti-social acts and that when adolescents feel good about themselves, they are less apt to engage in anti-social behaviors. The project is to implement a structured affective education curriculum at Apollo: The curriculum selected is called INNERCHANGE and was developed in The Human Development Training Institute. The major goals of INNERCHANGE are to help adolescents better understand themselves and others to increase their feelings of self-worth and confidence and to learn to deal constructively with emotion.

This curriculum is being implemented at Apollo under the title of Social Psychology and is a required class throughout the instructional year for each student enrolled.

SPECIAL NOTES:

CONTACT: Jim Malkin

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: 875 Cochran Street
Simi Valley, CA 93065

PHONE: (805) 526-0200
(805) 526-0330

PROGRAM: High School Hot Line

High School Hotline is a community service provided by the Simi Valley High School Counseling and Guidance Department.

The Hotline provides 24-hour information, which is updated appropriately, on pertinent guidance related activities, policies, procedures and general information.

Included in the appropriate information message is college information, SAT dates, PSAT dates, California High School Proficiency Examination information, master schedule of classes, senior responsibilities, progress and grade reports, career speakers and information---and much more.

SPECIAL NOTES:

CONTACT: Cary Dritz

TITLE: Assistant Principal

DISTRICT: Simi Valley Unified

ADDRESS: 875 East Cochran
Simi Valley, CA 93065

PHONE: (805) 526-3613

PROGRAM: Strengthening Families

Project Summary - This is probably the most exciting counseling endeavor by the Apollo staff this year. Strengthening Families is a video tape of six lessons designed to provide training to parents in communication and confronting skills. Parents are trained to lead a group in viewing the tape and exploring the skills presented.

The six lessons are: The 4 A's, Ways to Healthy Relationships, Listening, Avoiding Roadblocks, Demonstrating Effective Listening, Leveling and Building Self Esteem.

SPECIAL NOTES: Groups are being run throughout Simi Valley and the Conejo Valley and other organizations in Ventura County are interested in adopting the program.

CONTACT: William Aston

TITLE: Specialist, Counseling Services

DISTRICT: Los Angeles Unified

ADDRESS: 450 North Grand Avenue
Los Angeles, CA 90012

PHONE: (213) 625-6316

PROGRAM: Project Furlough - An Independent Study Option

Project Furlough is a guidance oriented educational option for students in high school who are potential dropouts or who have an identified goal that can be met through independent study.

Students in the project develop a learning contract consisting of independent study, volunteer service or work experience. With the approval of the parent and the school, the student is granted up to a year's furlough. During this time students are expected to report on their progress, activities and experiences.

At the conclusion of the furlough, the student's experiences are evaluated and credits toward graduation are granted when earned.

In granting furloughs, the school system hopes to accomplish several goals:

- reduce the dropout rate and provide a way back to school
- provide an approved way of spending constructive time away from school
- extend the classroom into the community
- develop self-reliance and personal responsibility on the part of students

SPECIAL NOTES: Project Furlough has been an education option in the LAUSD since 1973. Since that time, over 1500 students have been involved. Almost 60% of these students completed graduation requirements while on furlough or returned to an educational institution to complete their education. The program has been enthusiastically received by parents, students and staff.

CONTACT: Ray Talavera

TITLE: ESL Program Manager

DISTRICT: Fullerton Union High

ADDRESS: Continuing Education Office
201 E. Chapman
Fullerton, California 92635

PHONE: (714) 879-5930

PROGRAM: Project "New Start"

"New Start" is a two-phase program. The first phase consists of identifying, locating, counseling, and enrolling student dropouts into the educational programs of the Fullerton Union High School District. Secondly, realizing that traditional programs and schedules did not meet the needs of these students, the District has implemented flexible and challenging alternative modes of instruction, designed to motivate student dropouts to come back to school and then to stay in school.

The following are the alternative modes of instruction as used in the District:

Alternative school
Individualized contracted study
Community activity or project
Student or laboratory assistant
Work experience
Regional Occupational Program
Provate instruction
Independent Study Program
College or university courses
Correspondence instruction
Extended Day Program

SPECIAL NOTES: Plans for initiation of a similar project and/or modification to meet the needs of individual districts, as well as an explanation of the funding of this program, are available through the contact person and in written material.

ACSA
Pupil Services Committee

CONTACT: Georgiana B. Lapp

TITLE: Advisor, Alternative Study Program

DISTRICT: Redlands Unified

ADDRESS: Redlands High School
840 E. Citrus
Redlands, CA 92373

PHONE: (714) 793-7561

PROGRAM: Alternative Study Program

The Redlands Alternative Study Program (ASP) is one approach available to motivate students to remain in school. It is an independent home study and community-based program designed to provide individualized instruction in basic skill areas - reading, writing, and math - as well as over 30 other curriculum course areas. These include all those required for graduation.

ASP is considered for students who are unable to adjust to, or who do not attend, the regular school program. Students, parents, counselors, administrators, and the School Attendance Review Board (SARB) may refer students to the ASP selection committee. This committee carefully screens applicants to determine if other educational alternatives are more advisable.

ASP students at Redlands High School are required to either work part-time, attend the Regional Occupational Program (ROP), or be involved in a community service project. Occasionally, family situations necessitate that a student remain at home.

Upon acceptance into ASP, a conference is held by the ASP advisor with the student and the parent. The advisor assesses the student's learning strengths and weaknesses, after which an educational contract is developed and signed by parent, student, and advisor.

The contract is a document stating short- and long-range goals which specify course objectives. It describes the way objectives will be evaluated, the duration of the contract, and the specific time and place for reviewing progress.

ASP is a pass/fail system. One unit of credit is granted for every 12 productive work hours. Students must take all courses in ASP which are required at the home-site school. In addition, there are opportunities to creatively capitalize on specific student interests.

Approximately 125 students are enrolled each semester in ASP. Since 1977, over 900 students in grades 7 through 12 have benefited from this program, and 175 have graduated to date.

SPECIAL NOTES: There is no special funding for ASP. Money is generated through regular state ADA accounting upon contract completion. Visitors are welcome by appointment.

CONTACT: Dennis C. Swindall

TITLE: Career/Vocational Counselor, Ventura High School

DISTRICT: Ventura Unified

ADDRESS: 2155 E. Main Street
Ventura, CA 92003

PHONE: (805) 643-2116 Ext. 44

PROGRAM: Career Life Planning Program

All sophomore students embark upon a three-week career program in their health classes. The school-prepared booklet was designed and coordinated by the Career/Vocational Counselor, who also provides the appropriate in-service training for the classroom instructors. After students complete the booklet, the Career Counselor follows up in each classroom by offering student guidance, added interpretation, and additional resource available in the School Guidance Center.

The program is designed to satisfy three major goals:

1. Help students become more aware of the processes involved in career/life planning (self-awareness, problem solving, career awareness, career decision making, educational awareness).

2. Help students choose classes in high school that will help achieve his/her career goals.

3. Familiarize students with the Career Center and its programs.

SPECIAL NOTES: Approximately 1500 students have participated in the program which has been in existence for one year.

CONTACT: Robert Ciauri

TITLE: Coordinator

DISTRICT: San Bernardino County Schools Office

ADDRESS: 201 North "E" Street
San Bernardino, CA 92415

PHONE: (714) 383-2091

PROGRAM: SAFARI--A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels

SAFARI, an acronym for Self-Actualization From Acceptance, Responsibility and Independence, is a comprehensive career development guide with materials and resources developed around the State Department's Career Development Model. It identifies guidance needs that are common to secondary, community college, college and university students. All activities can be used with students from each educational level with variations based upon the need area, the level of sophistication of the students and the way the educator wishes to present the material.

The guide includes four components: Self-Assessment, Career Planning, Job Satisfaction and Life Styles. There are 120 activities, each one paired with a basic level exercise of the same vocational concept which requires less reading, writing and abstract thinking.

Students are encouraged to return to previously explored areas to reexamine their needs as time and experience bring about change in their lives. SAFARI is designed to provide assistance to the staff in developing district or school Comprehensive Guidance Plan.

San Bernardino County Superintendent of Schools Office, San Bernardino, CA 1980; 326 pages.

SPECIAL NOTES: Recommended by the State Department of Education, used throughout the western states--available for review, discussion and purchase. A Spanish SAFARI and How to Conduct a Safari are also available products.

CONTACT: Robert Ciauri

TITLE: Coordinator

DISTRICT: San Bernardino County Schools Office

ADDRESS: 602 South Tippecanoe Avenue
San Bernardino, CA 92415

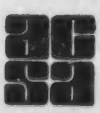
PHONE: (714) 383-2091

PROGRAM: Looking, Learning, Living: A Career Development Guide
For Counselors and Teachers

This comprehensive guide enables counselors to function as career development resource persons with teachers and students. It supports the State Career Development Model and expands on its goals using activities which enhance students' self-awareness, career planning and decision making, educational and occupational information. Utilizing a simplified approach which is convenient, easy to use, and adaptable to the existing curriculum, the Looking, Learning, Living guide contains lists of resource materials, catalogs, books, audio-visual aids and suggestions for methods and techniques which can be useful in implementing career guidance programs.

San Bernardino County Superintendent of Schools Office, San Bernardino, CA 1979; 164 pages.

SPECIAL NOTES: Excellent resource for all counselors and career educators--available for review, discussion and purchases.



ACSA
Pupil Services Committee

CONTACT: Robert Ciauri
TITLE: Coordinator
DISTRICT: San Bernardino County Schools Office
ADDRESS: 201 North "E" Street
San Bernardino, CA 92415
PHONE: (714) 383-2091

PROGRAM: Job Preparation Units

Job preparation units are developed in a simple, individualized format for use with adults and high school students in the classroom, career center, or counseling office. Students complete the activities at their own pace to formulate personal plans for career selection, job preparation and successful employment. The nine separate units, covering different aspects of preparing for the world of work, are sequenced and can be altered according to individual or group needs. Most activities can be completed with minimal assistance from teachers, counselors or technicians. The units are spiral-bound to allow for easy duplication of materials.

San Bernardino County Superintendent of Schools Office, San Bernardino, CA 1976; revised and reprinted: 1980; 96 pages

SPECIAL NOTES: Used as curriculum guide for job search activities in the classroom—available for review, discussion and purchase.

CONTACT: Ellen Owens

TITLE: Counselor, Gemini High School

DISTRICT: Simi Valley Unified

ADDRESS: 1555 Mayfair Street
Simi Valley, CA 93063

PHONE: (805) 526-2745

PROGRAM: Toughlove: A Self Help Program for Parents Troubled By Teenage Behavior

Believing that many continuation school students exhibit behavior at school that is related to behavior at home, Gemini has initiated a Toughlove Parent Support Group. Group membership helps to diminish parent feelings of isolation, guilt and shame, and helps to increase parent power.

"Tough love" means that parents allow adolescents to experience the results of their behavior. "Soft love" often prevents teenagers from experiencing the real consequences of unacceptable behavior. Tough love helps parents to develop new strengths to be able to give young people firm, selective, loving support.

SPECIAL NOTES:

CONTACT: Diego Certa/Floyd Seitz

TITLE: Counselors, Overfelt High School

DISTRICT: East Side Union High

ADDRESS: 1835 Cunningham Avenue
San Jose, California 95122

PHONE: (408) 259-0540

PROGRAM: Parent Education Program (PEP)

The purpose of the PEP Program is to implement an on-going parent education program at Overfelt High School. The major goals and objectives of the program are to inform and educate parents in the basic skill areas of reading, writing, and math curriculum at Overfelt High School and to conduct many workshops concerning educational and social interests and concerns of the parents and community.

Activities of the PEP Program include discussions, films, and community speakers on such topics as AB 65, high school graduation requirements, teacher/parent communications, multi-cultural programs, social issues, and the supplemental enrichment programs offered through the district.

A unit on Parent Effectiveness is included in the last session.

SPECIAL NOTES: Visitors are welcome by appointment.

CONTACT: Mildred R. Polep

TITLE: Head Counselor

DISTRICT: Los Angeles Unified

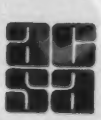
ADDRESS: 929 North Los Palmas Avenue
Los Angeles, CA 90038

PHONE: (213) 464-3174, Ext. 244

PROGRAM: Parenting Class

Twice a month, parents interested in developing skills or who are experiencing difficulties with their teenagers meet to address interests. They share the joys and difficulties involved in raising teenagers in a supportive group environment. They are assisted in developing new skills, techniques, and orientations for an improved family relationship. The program includes both didactic and experimental activities.

SPECIAL NOTES: The class is led by an area School Psychologist. Hence, there is no direct cost to the school. This program has been offered for over a year and will probably be continued as much benefit has been demonstrated.



ACSA
Pupil Services Committee

CONTACT: Dr. Charles A. Espalin

TITLE: Director, Counseling & Psychological Services

DISTRICT: Los Angeles Unified

ADDRESS: 450 N. Grand Avenue, H-220
Los Angeles, CA 90012

PHONE: (213) 625-6310

PROGRAM: Counseling/Guidance Task Force

Background. Various changes have taken place in recent years which impact on the District's counseling and guidance program. These include:

1. Student needs
2. Diminished resources
3. State of California master plan for counseling and guidance
4. Rapidly changing socio-economic makeup of the district
5. School, area and district staff.

Task. The Task Force serves in an advisory capacity to Central Office to develop a broad plan of action by which the District's counseling and guidance program may be evaluated, problem areas identified, and viable solutions recommended. The Counseling Task Force is augmented as needed. Support is solicited from various District units and groups.

Elements of the Plan of Action. Elements of the plan of action for improving areas of need identified include:

Specific, basic counseling and guidance needs for all students identified. These are stated in clear, short descriptive statements. A checklist-type evaluation instrument has been developed.

Evaluation of delivery of basic services by pilot schools. Each school determines which areas of counseling and guidance need improvement by the use of the District basic counseling and guidance student needs evaluation instrument.

Individual School Plan of Action is Developed. Each school develops its individualized plan of action for the improvement of counseling and guidance needs identified. The plan of action may include recommended solutions itemized in a Possible Solutions Packet.

Evaluation. The next step in each school's plan of action includes evaluation of their success in resolving areas of need.

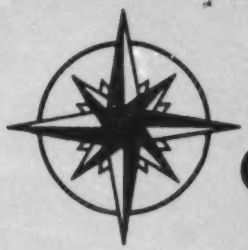
Timelines/Responsibility. Schools are encouraged to state timelines for each step in their written plan of action, as well as the person(s) responsible for specific tasks.

Repeating the Cycle. Schools will be encouraged to periodically repeat this procedure in order to determine the relevancy of services provided.

Evaluation. The next step in each school's plan of action includes evaluation of their success in resolving areas of need.

Timelines/Responsibility. Schools are encouraged to state timelines for each step in their written plan of action, as well as the person(s) responsible for specific tasks.

Repeating the Cycle. Schools will be encouraged to periodically repeat this procedure in order to determine the relevancy of services provided.



CONTACT: Wayne Carlson

TITLE: Director, Adopt-A-School Program

DISTRICT: Los Angeles Unified

ADDRESS: 450 North Grand Avenue, H-235
Los Angeles, CA 90012

PHONE: (213) 625-6989

PROGRAM: Adopt-A-School Program

This program is a "people" program, designed to bring together businesses and education, thereby creating a positive educational and work environment.

Business owners are asked if they would be willing to meet with a local elementary, junior or senior high school and discuss the possibilities of Adopt-A-School participation. It is explained that financial contributions are not solicited, but rather the kinds of things that people can do for one another. If the company is willing to meet with the local school principal, it will then have the opportunity to discuss some of the concerns that that school has in the area of education and ways in which the company might assist.

There are numerous activities which could take place, such as: one-on-one or group tutoring, mini-course lectures, sharing of hobbies, career counseling, career awareness, club sponsorships, parent workshops, teacher workshops and student employment. Each school has a different set of needs and the participating companies have different resources to bring to the programs, therefore, each adoption is quite unique. Business has many ways of helping make those textbook chapters come to life.

SPECIAL NOTES: In these times of budgetary constraints in education, the use of community "people resources" can provide both a means of achieving educational goals and creating a positive environment in which business and education experience mutual rewards, respect and understanding.

ACSA
Pupil Services Committee

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CONTACT: Bayard Bartley

TITLE: Psychologist

DISTRICT: Santa Ana Unified

ADDRESS: 1405 French Street
Santa Ana, California 92701

PHONE: (714) 558-5731

PROGRAM: "PBT" - Potential Building Techniques

The PBT program is designed to "catch" the student being successful in the classroom, reinforcing that behavior so that the teacher may facilitate learning.

A volunteer, carefully trained to motivate students, is the core of the program being implemented in preschool through high school.

Turning an entire classroom on to learning, with no extra demands on the teacher, and at no cost to the district, is the specific design of the PBT program.

Results from the six week, two hours per day program indicate that any class will improve attitude and behavior by 40% and increase academic motivation by 30%.

SPECIAL NOTES: The PBT program is an excellent source for providing the community an opportunity to become involved in schools in a positive way. Volunteers have included parents, grandparents, continuation high school students, graduate students and servicemen from a nearby Marine base.

Written material is available on request and through ERIC and SMERC.

ACSA
Pupil Services Committee

CONTACT: William Benn

TITLE: Project Director

DISTRICT: Irvine Unified

ADDRESS: 31-B West Yale Loop
Irvine, CA 92714

PHONE: (714) 552-4882

PROGRAM: STAGES

Each year more children must cope with the effects of divorce or death in their families. The Bureau of Census projects that 48 percent of all children born in 1980 will live a "considerable time" with only one parent before they reach the age of 18. The schools these children attend often experience them as troubled, confused, and unable to learn. Project STAGES, a Title IV-C grant, focuses on meeting the educational needs of the single parent child within the school system.

A. Fifty-six curriculum lessons designed for large and small groups of children concerning the effects of change in the family.

B. A Parent Education Module which includes information, experiential exercises, and tips for successful parenting.

C. A variety of products, including workbooks, audio cassette stories, and guides for those working with children from single parent homes.

D. Research evaluation of student gains in the areas of academic achievement, positive behavior, and self-concept.

SPECIAL NOTES: Materials may be purchased by contacting the Guidance Projects Office listed above.

ACSA
Pupil Services Committee

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CONTACT: Janet Ritts

TITLE: Counselor

DISTRICT: Simi Valley Unified

ADDRESS: 875 E. Cochran Street
Simi Valley, CA 93065

PHONE: (805) 527-3160

PROGRAM: School On Saturday (S.O.S.)

As a way of combating truancy and adding a consequence to suspension, a Saturday program was initiated for truant and suspended students. The program is available to these students with the parent having the right to have them participate or not. Most parents are grateful for this support.

The S.O.S. program runs from 8 a.m. - 12 noon and is a combination of:

a. A very structured 2-1/2 hour study time.

b. A 45-minute work component in which students do chores around campus.

c. A 45-minute counseling time.

The program is self-supporting, through ADA, providing one teacher for every thirty students. It also generates income for the district that would otherwise be lost in suspension and truancy days. In the four months that the program has been in operation, truancy has been reduced by almost 50%. 64% of the students who have participated in the program have not repeated the behavior requiring Saturday attendance, and 80% have not attended more than two times. Chronic and severe problems become obvious very quickly, allowing earlier referrals to outside agencies such as SARB.

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CALIFORNIA STATE BOARD OF EDUCATION POLICY

GUIDANCE AND COUNSELING*

BOARD POLICY

It is the policy of the State Board of Education that all students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their personal, social, and career needs.

It is also the policy of the State Board of Education that the benefit students will derive as a result of effective guidance and counseling programs justifies a high priority and commitment of resources by the State Department of Education and by local education agencies. These resources include both state operations funds, district program funds and appropriate categorical funds.

The State Board accepts the Hart Task Force recommendation related to the need for a comprehensive guidance and counseling plan. The Board believes that a beginning first step toward providing quality guidance and counseling programs and services to students would be the development of a comprehensive plan as an integral part of a total educational plan.

The State Board of Education further believes that a guidance program consists of a planned sequence of activities based on the needs of students that would result in specific student outcomes in terms of knowledges, skills, and attitudes in the areas of personal, social, educational and career development. The program would be developmental in nature (K-adult) with specific objectives and expected student proficiencies in areas such as the following:

- o understanding and relating to other prople
- o self study and developing strengths and feelings of personal adequacy and worth
- o problem solving and decision making
- o locating and using career and educational information
- o applying for and keeping a job

The program would be the responsibility of the total school staff and delivered through both the curriculum and the guidance systems. It would include specific roles for teachers as well as credentialed guidance specialists and trained paraprofessionals. Community resources would be included where possible and appropriate.

The major focus of the program would be preventive but would include provision for assistance with immediate problems such as the underrepresentation of special populations in higher education, racial isolation, and crisis situations such as poor attendance, potential suicides, teenage pregnancy and antisocial behavior (discipline).

*Approved 6/12/80

Guidance and counseling shall be included as a critical need within all appropriate local assistance funding, both state and federal.

All state plans, guidelines, handbooks and frameworks developed, even where funding is not a factor, shall include guidance and counseling as a priority component unless incompatible with the program or specifically excluded by law.

Every public school and district in the state should develop a comprehensive plan for meeting the guidance and counseling needs of students. It is the intent of the Board that the guidance plans and programs will be developed as a part of other district or school planning efforts such as School Improvement planning. Parents, students, community representatives and any existing advisory committees or councils should be encouraged to participate with guidance specialists, teachers and other school personnel in the development of the plan.

Local plans should include at least the following elements:

1. An assessment of students' guidance needs including input from students, parents, school staff and community representatives, as appropriate

2. A statement of goals and objectives for meeting students' needs, particularly the needs unique to special populations such as the disadvantaged, the handicapped, LES, NES, young women, truants and the potential dropouts

3. A description of implementation strategies for achieving the goals and objectives

4. A description of expected student and school outcomes

5. A plan to evaluate whether or not the designated strategies have achieved the goals and objectives

6. A description of the appropriate responsibilities for teachers, paraprofessionals and other staff members to work cooperatively with trained guidance specialists to carry out the plan including appropriate inservice provisions

7. The appropriate use of identified community resources

8. A description of the identified fiscal resources for the plan's implementation

from
California State Dept. of Education
Personal & Career Development Services
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
PH: 916/322-6352

APPENDIX B

Permission to include samples of the following evaluation instruments was given with the understanding that the materials may not be duplicated.

Copies may be obtained from

National Study of School Evaluation
5201 Leesburg Pike
Falls Church, Virginia 22041

Appendix B was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

GUIDANCE: A BETTER WAY

Presenter's Guide

Philosophy and Purpose

Counselors have a difficult task, the management of which often becomes formidable. Because it is no longer possible for one counselor to assume the responsibility for guidance of all students in a school area, a better way is to use a team approach. In this approach to planning, the counselor is the central facilitator, but the entire school is involved and committed to a comprehensive guidance program. We have used this approach in presenting this Operations Notebook and hope that it will support counselors in planning guidance for their school.

Description of Program

This guidance notebook is to be used in conjunction with the awareness presentation on a slide tape called "Guidance: A Better Way." This slide tape is a fourteen minute presentation of introductory material designed to increase the awareness of school staff and administration in a comprehensive guidance plan.

Included within the Operation Notebook are the following:

1. Exemplary programs of guidance around the state of California. (Goldenrod Section)
2. Optional forms for conducting a self-evaluation of your current guidance program.

   FORM I. A five part evaluation instrument to determine current guidance attitudes, practices and degrees of implementation.

   A description of the program currently intact. Evaluation of the program in comparison with the State Department of Education policy guidelines and an action plan for improvement. (Pink Section)

FORM II. A seven part comprehensive guidance evaluation analyzing the guidance organization, guidance staff availability, guidance services currently offered, special characteristics and general evaluation. (Green Section)

FORM III. A three page checklist analyzing basic assumptions in guidance and measuring the local guidance program against these assumptions. There is a section for planned action in any area that is determined to be in need of strengthening. (Yellow Section)

FORM IV. A one page checklist for a guidance program analyzing the presence or absence of key guidance practices. (Buff Section)

FORM V. A two part survey covering the areas of Career Development. There is a Student Career Developmental Survey designed to be administered to students and a Community Career Development Survey designed for the community at large. (Blue Section)

Included in the final section of the Operations Notebook is a bibliography of the key written works used in developing the exemplary programs included in this notebook.

How to Present This Material

As the potential presenter of this information, you have apparently pinpointed a need for a better way of planning guidance programs in your school area. You will no doubt begin to work with others of the staff or administration to discover a need for a more appropriately planned guidance service. Depending on the awareness of the audience to whom you will be speaking, we have presented three options for you to consider.

OPTION ONE

Presentation sequence:

1. State the need in your local school area.
2. Show slide tape.
3. Discuss the need to plan better guidance.
4. Study the exemplary programs in California.
5. Select ar interview instrument or survey.

OPTION TWO

Presentation sequence:

1. Present needs for planned guidance services.
2. Select an evaluation instrument as a need assessment for guidance services.
3. Analyze the needs assessments.
4. Develop a plan of action with timelines for implementation.

OPTION THREE

Presentation sequence:

1. Present the needs for guidance planning.
2. Introduce and present slide tape.
3. Select exemplary practices around the state to be implemented in your local school area.
4. Evaluate exemplary practices selected.
5. Develop action plan for implementation with timelines and periodic checks.

In selecting the appropriate option for your school community, be sure to consider the time constraints placed on you for your presentation. If you are to be an agenda item on the board meeting or one presentation in a crowded staff meeting agenda, you will not have time to complete all of the options. You may choose to adapt any of these options for the time you have available, planning on scheduling other times in which to complete the option of your choice.

Example Time Constraints

The Introductory Statement or Presentation

An introductory statement regarding the need for guidance planning could be done in five to eight minutes. You will want to draw from your own knowledge and concerns regarding guidance practices in your school community.

The Slide Tape Presentation

The slide tape presentation will take fourteen minutes to show the tape, a two minute introduction and a five minute debriefing time after the slide tape has been presented. Also allow another five minutes in case your equipment doesn't work.

The Evaluation Instrument

Depending upon the evaluation instrument you select for determining the present status of guidance in your school community, you will want to allow from twenty to fifty minutes for the completion of this section.

The Exemplary Practices

If you choose to search through the exemplary practices in the state of California for programs that might be easily implemented in your school community, you will want to be able to provide these practices in sections distributing them in small groups to teams within the staff for analysis.

At the conclusion of that activity, you will want feedback from each subgroup as to those exemplary practices that were found to be most useful and some way of voting in a priority matter on the follow through of those exemplary practices. This will take approximately one hour. (See Appendix for Priority Establishment Worksheet.)

Step-by-Step Presentation

These presentations can be done in a number of ways and here are some suggestions as to what you might include. All of these suggestions are dependent upon the audience and are left to your discretion as to whether their inclusion is advisable.

Introductory Statement of Need

1. Introduce yourself by name and role to your audience.
2. Describe how you determined a need for guidance planning in the school community.
3. Describe the resources available to you in the Operations Notebook.
4. Outline a plan of action you hope will be approved.
5. Explain your desired outcomes and the benefit to the school community if such a program were to be undertaken.

Presentation of Slide Tape

1. Explain (or indicate) that the slide tape is meant to be an awareness presentation and is fourteen minutes in length.
2. State that the philosophy of the tape slide presentation is to support the counselors in their ever expanding role to fulfill the needs for guidance in the schools.

3. Present the slide tape.

4. Give a brief statement at the conclusion of the slide tape presentation as to what you were hoping the audience would see. You should encourage discussion from the audience, but keep the focus on the need for guidance planning - not the mechanics of the slide tape.

5. Outline a plan of action that you hope the audience will take.

Evaluation Instrument

1. Either pre-select or allow time during the presentation for a selection of the instrument to be used in evaluating current guidance practices.

2. Administer the instrument to all present.

3. Develop a plan to consolidate the information received from the out- needs assessment.

4. Develop a plan of action for implementation including timelines.

Exemplary Programs Analysis

1. Introduce the exemplary programs as being available for immediate implementation and solicited from all over the state of California.

2. Divide exemplary programs into four or five equal groups and hand them out to team groups of at least three and not more than five in your audience.

3. Pass out the Program Analysis Sheet for each team. (See Appendix)

4. Ask each team to take the programs that they were given and analyze them using the sheet.

5. Ask each team to select the two programs they felt to be of most value to their school community and present those, allowing about one minute per program. This can be followed up by a prioritizing system to select out of those five to ten programs, the two or three that it would be most feasible to implement in your school environment in a very short time.

6. Set schedule for implementation, persons responsible and timelines for completion.

APPENDIX

Program Analysis Sheet

Priority Establishment Worksheet

Program Analysis Sheet

Considering our school population and programs already available, rate the program as follows:

DO WE NEED THIS? ___ Yes ___ No

WHAT AGE GROUP IS TARGETED? _____ CAN IT BE ADAPTED? ___ Yes ___ No

DOES IT LOOK EASY TO IMPLEMENT? ___ Yes ___ No

IS THERE A COST? ___ Yes ___ No WHAT COST? _____

WHAT STAFF TIME IS INVOLVED _____

_____

DO WE HAVE ENOUGH INFORMATION TO IMPLEMENT THIS NOW? ___ Yes ___ No

RATE THIS PROGRAM ___ 1 (Best) ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 (Least)

PROGRAM NAME _____

NOTES:

Priority Establishment Worksheet

With any list of ideas, topics or titles, an individual and group priority can easily be established in the following manner:

1. Assign a number to each topic.
2. Pass out the paired weighted priority grid.
3. Ask each person to note the top left-hand corner grid line ($\frac{1\ \ 1}{2\ \ 3}$ ---).
4. For each pair of numbers ($\frac{1}{2}$ ask them to circle the numbered topic choice comparing only the two options against each other ($\frac{1}{2}$--- compare topic 1 with topic 2 and circle your choice).
5. Move across the top line circling the topic number of your choice for each number pair.
6. Move to the next line and each line on the grid, circling choices for each pair.
7. On the right side ($\frac{1=}{2=}$ ———) count how many times each number was circled as top choice and enter quantity in space provided.
8. Highest quantity establishes priority for individuals in the group. By compiling the data, you can establish priorities for the group as a whole.

PAIRED-WEIGHTING PRIORITIZATION

1	1	1	1	1	1	1	1	1	1 = _____
2	3	4	5	6	7	8	9	10	
	2	2	2	2	2	2	2	2	2 = _____
	3	4	5	6	7	8	9	10	
		3	3	3	3	3	3	3	3 = _____
		4	5	6	7	8	9	10	
			4	4	4	4	4	4	4 = _____
			5	6	7	8	9	10	
				5	5	5	5	5	5 = _____
				6	7	8	9	10	
					6	6	6	6	6 = _____
					7	8	9	10	
						7	7	7	7 = _____
						8	9	10	
							8	8	8 = _____
							9	10	
								9	9 = _____
								10	
									10 = _____

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